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ABSTRACT

This study sought to discover if attitudinal research should discriminate between psychological domains. The purpose was also to discover any significant differences between the dance attitudes of French Canadian children taught by a "home" teacher (French speaking) or by a "foreign" teacher (English speaking) after participation in four dance sessions. Neal's Dance Attitude Inventory (1985) was used to collect data. Subjects were girls (N=50) and boys (N=56) enrolled in co-educational third-grade classes at two schools in Quebec, Canada. The total score range was 30 to 120, with scores of 12 to 48 in the affective and the cognitive domains and 6 to 24 in the behavioral domain. Significant shifts between pretest and posttest scores were found in the English group; and in the cognitive domain for girls and boys in the French group and for boys in the control group. The results lend support to attitude research which discriminates between domains because a shift in one psychological domain does not mean that there will be a shift in other domains. The study also provides support for a shift in subjects' affective dance attitudes due to direct participation whether or not the teacher speaks the native language of the subjects. (JD)

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DOMAIN DISCRIMINATION IN DANCE ATTITUDE RESEARCH

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It is generally agreed that attitudes are composed of elements from the affective, behavioral, and cognitive domains (Breckler, 1984; Katz, 1960; Morris & Stuckhardt, 1977). Recent attitude research suggests discriminating between the three domains, either by measuring each or by specifying which one is the focus of concern (Breckler, 1984). Discrimination appears to be necessary because it has been found that directing change at any one of the psychological domains may affect a shift in the other two (Cialdini, et al., 1976; Katz 1960). Further, it is possible that attitudinal differences between groups of subjects may fall within one or two of the domains rather than all three (Quattrone, 1985). For this reason a significant shift in one of the domains may not be great enough to indicate a significant shift in the subject's total attitude. Conversely, a significant shift in total attitude may not mean a significant shift in all three domains.

If discrimination is to be effective then the subjects must be exposed to the domain of concern in a way that will enhance recognition or recall of the attitude object. Once an individual can recall experiences related to the attitude she or he can express that attitude (Wood, 1982). Motor learning theorists have shown that using verbal labels made it easier for subjects to remember movement skills they had performed (Magill, 1985; Schmidt, 1982), whereas music has been shown to improve recall of serial ballet movements (Starkes, et al., 1987).

Directing change at three of the six major characteristics of attitudes; they have a specific social referent, they are

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learned, and they are interrelated, (Morris and Stuckhardt, 1977) may assist the individual in recalling an attitude object. Lord and Petiot (1985) used verbal labels as specific social referents in the recall of dance activities.

Verbal labels may also prove beneficial for interrelating attitudes. If subjects have positive attitudes about physical activity; running, jumping, skipping, and sliding, and dance movements are related to these movements, then the subjects may develop positive attitudes toward dance through exposure (Carroll & Bandura, 1985; Watts, 1967; Zajonc 1968). Exposing children to an environment where attitudes can be learned and interrelated has been shown to effect change in an individual's attitude toward dance (Allison, 1976; Burton, 1977; Halsted, 1980; Neal, 1983, 1985; Neal & Laakso, 1987), visual art (Mittler, 1972, 1976; Morris, 1975), and a combination of arts (Howard & Greenwald, 1972; Tilton, 1983).

Children will develop attitudes toward dance based on cultural practices, stereotyping, and peer pressure with little or no exposure to dance activities (Thompson, 1985/1986). For positive dance attitudes to be developed exposure should begin early in life (Anderson, 1976) and not be taken for granted or assumed to occur automatically (Ecker, 1971). If attitudinal development is assumed to take place then negative attitudes may develop and prevail through adulthood (Harris, 1970; Smoll & Schutz, 1980). For exposure to occur a teacher is necessary and the subject's perception of the qualities of the teacher add another dimension to attitudinal development.

Research has shown that a subjects perception of the qualities of the teacher make a difference. It has been suggested that a person who is perceived as an expert or knowledgeable is more likely to be persuasive than one who is perceived as a nonexpert (Wood, et al., 1982). Previous dance attitude research found significant positive attitudinal shift when subjects were taught by a teacher from a foreign country (Neal & Laakso, 1987). Since the Neal and Laakso study did not include a teacher from the subjects' home country there was no way to tell if the attitudinal shift was due to the subjects' perception of a foreign teacher or to the treatment.

The purpose of this study was to discover if attitudinal research should discriminate between psychological domains. The purpose was also to discover any significant differences between the dance attitudes of subjects taught by a "home" teacher (French speaking) or by a "foreign" teacher (English speaking) after participation in four dance sessions.

Method

Subjects

The subjects (N=106) were girls (n=50) and boys (n=56) enrolled in co-educational third grade classes at St. Marc and St. Marie schools in Granby, Quebec, Canada. The mean age of the girls was 8.88 years and the boys 9.05 years. All subjects were French speaking.

Materials

The subjects' attitudes were measured by Neal's Dance Attitude Inventory (1985) which had been translated into French.

The questions were worded so the meaning and intent of the statements were not lost in the translation. Using the Chronbah alpha test (Brown, 1970) the questionnaire pretest had previously been found to be internally consistent for Finnish girls and boys with values of r = .80 and r = .93 respectively, and for American girls and boys with values of r = .89 and r = .91 respectively. The pretest was administered to the subjects by their classroom teachers the third week in May, 1987 and the posttest was administered the second week of June, 1987, one week after the final treatment.

All 30 questions were scored for the analysis and any subject who did not answer every question was eliminated from the subject pool. Each question was scored from one to four with four as the most positive score. Half of the questions were worded positively and half negatively. The total score range was 30 to 120, with scores of 12 to 48 in the affective and the cognitive domains and 6 to 24 in the behavioral domain.

Procedure

Exposure to dance was through direct participation in four 45-minute dance sessions during the physical education class meetings on four consecutive days. The affective domain was the focus of attention during the dance sessions even though all three domains were measured. All subjects, by classroom, participated in the same four dances, one modern, one jazz, and two sport style. The three dance teachers taught the dances in the same order, with the same music, using the same terminology and verbal labels for each dance. Each of the three dance

teachers taught a different classroom of students. The control group, a separate classroom, did not participate in or watch any of the dance classes. The "home" female teacher and the "foreign" male teacher taught in one school while the "home" male teacher and the control group were in a different school.

Results

A repeated measures analysis of covariance (SPSS, 1986) was conducted to examine the effects of the treatment by group, sex, and psychological domain. Mean scores for dance attitudes are listed in Table 1.

Insert Table 1 about here

The girls taught by the "foreign" male teacher and the boys in all three treatment groups showed significant shifts in their affective dance attitude. In the behavioral domain only the boys taught by the "foreign" male teacher showed a significant shift. In the cognitive domain only the girls and boys taught by the "home" female and the boys in the control group showed a significant shift. There was a significant shift in total attitude score for the girls and the boys in the "home" female group and the "foreign" male group but no significant difference was found in total attitude for the "home" male group or the control group. (See Table 2).

Insert Table 2 about here

Discussion

It would appear that domain discrimination is necessary because a significant shift in the subjects' mean total attitude score did not indicate a significant shift in each of the three domains. Also, focusing attention on the affective domain did not create a significant affective attitudinal shift in all three treatment groups.

The lack of affective shift by the girls in the "home" female teacher group may have been due to a ceiling affect from their pretest mean score of 84.5%. Conversely the girls in the "foreign" teacher group started with an affective mean score of 70.3% allowing sufficient room for improvement. The positive affective shift by boys in all three treatment groups may have been the result of using verbal labels and social referents to sports movements aiding in recall of their recent dance experience. These same sports labels may have kept the affective attitude of the girls in the "home" male teacher group from shifting significantly. Music too may have contributed to some subjects' ability to recall the attitude object which enhanced the likelihood of a significant shift.

The subjects' perception of the qualities of the teacher may also have had an effect on attitudinal development. Although two treatment groups had "home" teachers neither was the regular teacher. Therefore, subjects in these two treatment groups may have perceived the teacher as "foreign," or at least new, which may have added to the subjects' perception of the teacher as knowledgeable and the activity as acceptable or fun.

Teacher experience and language may have played a significant roll in the development or lack of development in cognitive attitudes. The "home" female teacher had an advantage in years of experience, including teaching young children, over the "home" male teacher. This may have made it easier for her to present cognitive elements while making the dance sessions fun. Because the two "home" teachers had learned the four dances only a few days prior to teaching the "home" male teacher may have been concentrating on teaching correct movements with specific verbal labels without improving the cognitive development of the subjects and detracting from his spontaneity. The lack of a significant shift in cognitive attitudes in the "foreign" teacher group was not unexpected since he could not communicate concepts to the subjects in their language. As for the unexpected significant shift in cognitive attitude of the boys in the control group it is possible they spoke with treatment subjects after some or all of the sessions and learned from their peers as suggested by Thompson (1985/1986).

The only significant behavioral shift was by the boys in the "foreign" male group for which there may be two explanations. The shift may have occurred because the boys had a male role model who participated with them in an activity that had been interrelated to sports movements or because their pretest mean score was quite low, 41.2%. This low score had a much greater chance of showing a significant shift than scores that started above 80%. Since the classes were co-educational and the subjects in the "home" and "foreign" teacher groups had the same

physical education teacher during the year no explanation can be given for the marked difference between the pretest scores of the boys in these two treatment groups.

The results support the premise that domain discrimination may be necessary. A shift in total attitude did not mean a corresponding shift in all three domains and a shift in one domain did not consistently mean a corresponding shift in total attitude. The results also support the premise that a shift in dance attitudes may occur whether the instructor is a "foreign" or "home" teacher.

The results also illustrated that when targeting the affective domain participation in four dance sessions was sufficient to produce a positive shift in the affective attitudes of most of the treatment groups. They also illustrated that two exposures to the attitude questionnaire was not sufficient to produce a significant shift in affective or behavioral attitudes toward dance in a control group.

Further study in the area of domain discrimination should be pursued in an attempt to discover how many exposures are necessary to shift the behavioral attitudes of subjects. Also, if increased exposure has an effect on behavioral attitudes will this increased exposure have a positive or negative effect on subjects' affective attitudes. It may also be necessary to re-evaluate the questionnaire that was used because of the ceiling effect in pretest and posttest mean scores of some treatment groups.

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Table 1. Mean attitude scores by sex, treatment group, and psychological domain.

GROUP	N PRE/POST	AFFECTIVE PRE	AFFECTIVE POST	BEHAVIORAL PRE	BEHAVIORAL POST	COGNITIVE PRE	COGNITIVE POST	TOTAL PRE	TOTAL POST
					GIRLS				
1	15/14	40.57	43.36	17.57	18.57	38.00	44.21	96.14	106.14
2	11/12	33.73	38.27	14.09	15.54	36.27	38.91	84.09	92.72
3	11/11	37.18	41.00	16.64	16.36	39.36	39.18	93.18	96.54
4	10/11	38.80	38.04	13.80	15.20	35.00	39.20	87.60	92.80
					BOYS				
1	11/11	37.46	43.64	14.91	17.46	39.91	44.46	92.27	105.54
2	12/11	34.00	39.27	9.91	15.73	39.09	41.46	83.00	96.45
3	11/13	37.91	42.09	15.82	16.36	40.73	43.27	94.45	101.72
4	15/13	34.08	37.08	12.39	12.00	39.92	40.92	86.38	90.00

Group 1 - Home female
Group 2 - Foreign male
Group 3 - Home male
Group 4 - Control

Table 2. Shift in attitude toward dance by treatment group, sex, and psychological domain.

	Home female	Foreign male	Home male	Control
		AFFECTIVE DOMAIN		
Female	+2.79	+4.54*	+3.82	-0.76
Male	+6.18*	+5.27*	+4.18*	+3.00
		BEHAVIORAL DOMAIN		
Female	+1.00	+1.45	-0.28	+1.40
Male	+2.54	+5.82*	+0.54	-0.39
		COGNITIVE DOMAIN		
Female	+6.21*	+2.64	-0.18	+4.20*
Male	+4.54*	+2.37	+2.54	+1.00
		TOTAL ATTITUDE		
Female	+10.00*	+8.63*	+3.36	+5.20
Male	+13.26*	+13.46*	+7.26	+3.61

* significant $p < .05$